



Arizona Department of Education

Early Childhood Special Education

ADE / ECSE



AUGUST 2011

Welcome to 2011-2012 School Year!

The ECSE Team of Val Andrews James, Holly Ford and Kathy Coloma welcome you to the new school year! We're here to assist you. If you are a new superintendent, special education director or preschool coordinator, or know of a new staff member, please contact Kathy Coloma at 602.542.8732 or Kathleen.Coloma@azed.gov to update our listserv. This listserv is used to get important information to you throughout the year!

ECE Boot Camp

We were excited to see so many early childhood educators at our Early Childhood Education Boot Camp in June. Attendees participated in sessions such as Developmentally Appropriate Practices, Making Sense of Assessment, Music and Movement as well as Language and Literacy, Social Studies, Social/Emotional, Fine Arts and Science Standards. Check our online registration website

frequently at www.ade.az.gov/onlineregistration for trainings that the Arizona Department of Education/Early Childhood Education provides!

State Performance Plan (SPP)/ Annual Performance Report (APR)

The State Performance Plan (SPP)/Annual Performance Report (APR) is a requirement of the Office of Special Education Programs (OSEP). If you are not familiar with the SPP, you may access Arizona's document at www.ade.az.gov/ess/downloads/AZStatePerformancePlan.pdf.

Three indicators from the SPP and APR apply to preschool:

- 1. Indicator 6:** Preschool LRE - we report the amount of time children with special needs are *participating in classrooms* with a majority of typically developing peers. (On Hold)
- 2. Indicator 7:** Preschool Outcomes: Please see additional information below under Early Childhood Assessment / Teaching Strategies GOLD
- 3. Indicator 12:** Early Intervention Transitions (Part C/AzEIP to Part B/Preschool).

Early Childhood Assessment / Teaching Strategies GOLD

As of July 1st, Arizona's official preschool assessment instrument is now Teaching Strategies GOLD. Over 100 trainings have taken place throughout the state since February. Arizona's Early Childhood assessment process is part of the SPP/ APR's Indicator 7: Preschool Outcomes. Arizona is required to report preschool outcomes for children that exit preschool special education services or transition into kindergarten. However, Arizona takes a best practice approach that encourages local programs to utilize data to drive instruction for individual children, classrooms and programs. Teaching Strategies GOLD offers many online options for this process.

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GOLD and SLPs

All children with an IEP must be assessed using Teaching Strategies GOLD. This includes children that receive speech and language services on an itinerant basis and do not participate in a special needs preschool classroom. In this scenario, the related service provider may be the only professional that sees the child on a regular basis and is responsible for conducting the assessment. This can be very challenging due to the limited time and context in which a service provider sees these children on his / her caseload.

Available early August, the Early Childhood Assessment System manual provides guidance to support SLPs in meeting this requirement.

Early Childhood Assessment / Teaching Strategies GOLD

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Observational assessment data is being recorded in the online Teaching Strategies GOLD system at all times and in an ongoing manner. Districts are no longer required to upload data through SAIS. ADE/ECSE will obtain the data directly from Teaching Strategies GOLD when needed. Checkpoints are timelines designed to ensure that data is being collected and submitted throughout the year. Classroom teams are analyzing data in an ongoing manner, (approximately beginning, middle and end of IEP cycle (for preschoolers with special needs) or beginning middle and

end of school-year cycle in order to establish baseline data, check data to drive instruction, IEP goals and end of IEP cycle/school year data to assist in determining present levels and year-end progress. See June 3rd memo for more details of assessment system and checkpoints <http://www.ade.az.gov/earlychildhood/MemosAlerts/ECSE/Alerts/ECEUpdate05-11.pdf>.

Questions about assessment or Teaching Strategies GOLD? Contact Holly Ford, Program Specialist, at 602-542-2790 or holly.ford@azed.gov.

Early Intervention Transitions from Part C to Part B (In-By-3)

Congratulations!!! We have maintained 98% as a state again this year!!! Thank you all for your perseverance in working with multiple agencies/service coordinators to accomplish this and meet the needs of families!! Training materials are on the [early childhood website](#) under Early Intervention Transitions. It is imperative to have written process/procedures that you have worked out with your service coordinators and Head Start programs (don't forget talking points and agendas!). You will be thankful for written procedures when personnel changes happen! It may be helpful to schedule regular meetings to create and maintain procedures.

ICC/ SEAP Workgroup

The Interagency Coordinating Council (AzEIP) and the Special Education Advisory Panel (SEAP) has had two workgroups the last few years. One workgroup aligned a parent training for early intervention transitions between Arizona Department of Education's Parent Information Network Specialists (PINS) and Raising Special Kids (RSK). Both organizations have marketed the trainings and asked for agencies and districts to host trainings for parents. These agencies/service coordinators and districts may request training(s) to be scheduled with RSK and/or PINS.

Another ICC/SEAP workgroup produced the Hearing Screening Resource Bookmark. Districts, services coordinators and all those working with young children are encouraged to use the bookmark to access resources in order to ensure all children receive regular hearing screenings, especially young children that are at risk and those receiving special education services either in Part B or Part C/ AzEIP.

"I'm Turning 3, What's Next For Me?" Hearing Screening Bookmark

Until we can get these posted on the new website, call Juliana Panqueva at 602.364.1530 to receive one.

NEW! Hearing Screening Guidance

We all struggle with making sure that children can see and hear before we move forward with an evaluation and the need to rule out vision and hearing as a primary category. Due to the nature of evaluating young children, often chronic middle ear infections (otitis media) and behavioral issues require us to seek follow-up care prior to an evaluation, delaying services in many high needs children. **New:** as stated in the monitoring manual on page D-11 “if

the nature of the problem is part of the evaluation process and the strategies/ instruments used during the evaluation take into account the vision or hearing issues, (consult your audiologist or vision specialist) then you may proceed with the evaluation”. You **MUST** continue to follow up and resolve the hearing/vision issue in order to rule out a vision or hearing impairment. Please find effective ways to track children’s progress toward resolution of hearing/vision issues. We find many examples where there was no follow up in assessing the child’s vision and hearing.

Reminders and Resources

Great Resources

The Inclusive Early Childhood Classroom: Easy Ways to Adapt Learning Centers for All Children.

Authors: Patti Gould and Joyce Sullivan. Publisher: Gryphon House, Beltsville, MD.

Cara’s Kit: Creating Adaptations for Routines and Activities. Distributed by Division for Early Childhood, www.dec-spced.org

Parent Information Network Specialists (PINS)
www.azed.gov/ess/pins
1-877-230-PINS
PINS@azed.gov

PINS provide essential information for parents to actively participate in their child’s special education. PINS offer training and resources to educators, college students, service providers, community agencies, and parent organizations. PINS assist parents

and community partners to understand the special education process and related issues.

Natural Resources sends weekly emails highlighting the latest in research and resources for children with disabilities. Email listserv@unc.edu to sign up!

TACSEI - Technical Assistance Center on Social Emotional Intervention

CSEFEL - Center on the Social Emotional Foundations for Early Learning

Arizona Council of Exceptional Children/Division of Early Childhood

The Spring DEC Conference co-sponsored by Arizona Department of Education is always an exciting and affordable opportunity! Watch for details!

Certification Reminder

Birth-Age 5 teachers may now meet federal highly qualified AND state certification requirements with **one of the following:**

1. A K-12 Cross-Categorical, MR, LD, ED, O/HI, **OR** Severely and Profoundly Disabled **AND** an Early Childhood Endorsement;
2. A K-12 Cross-Categorical, MR, LD, ED, O/HI, **OR** Severely and Profoundly Disabled **AND** a valid Early Childhood certificate;
3. An Early Childhood Special Education (Birth-age 5) certificate.

“Kindness is the language that the deaf can hear and the blind can see.”

Mark Twain



Early Learning Revision Realignment Team

The Arizona Department of Education Early Childhood Education Unit will begin the process of revising and realigning the Arizona Early Learning Standards for children 3-5 years old.

As this work requires a broad based team from varied areas of expertise and localities, an application process will be implemented for appointment to work on this project. As per the usual process, upon completion of the core group work, extensive opportunities for feedback and dialogue will be made available throughout the state.

To receive an application and more information about meeting dates, please contact Alma Quintana via email at Alma.Quintana@azed.gov

Early Childhood Special Education

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www.azed.gov/earlychildhood

